

Rating Protocol: Connected High School Network

Group Value	Equity	Relationships / Community	Achievement	Student Choice/ Multiple Pathways	Impact on student achievement, including the impact on subgroups	Access to academic and extracurricular programs and social emotional support
Weight	4	3	2	1	+/-	+/-
Design 1	39/156	17/51	29/58	36/36	301	
Design 2	43/172	28/84	33/66	43/43	365	- Wood/ -
Design 3	34/136	24/72	28/56	24/21	285	
Design 4	33/132	35/105	33/66	37/37	306	
Design 5	44/164	33/99	41/82	39/34	379	- Dissin
Design 6						
Design 7						
Design 8						
Design 9						
Design 10						

Rate each design from 0-4...1 being hardly evident to 4 being highly evident. If the presentation does not include this value, rate the value 0

0	1	2	3	4
No evidence of the value in any part of the presentation	Very little evidence, but mentioned at some point within the presentation	Some evidence but not substantial within the presentation	Clear thought of the value but not throughout the presentation	Highly evident thought of the value throughout the presentation.

Non-Negotiable Considerations for each project...

- > Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- > Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Are there pieces of a model that you wanted to use from another presentation?
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Design 1	Design 2	Design 3	Design 4	Design 5
Design 6	Design 7	Design 8	Design 9	Design 10

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Design 1	4 2 4 4 2 4 2 3 4 4	1 1 3 1 1 2 3 1 1 1 1	2 3 1 3 3 4 1 2 4 3	4 1 4 3 4 4 3 4 1 2 3 3	+/-	
Design 2	4 3 3 4 4 3 3 4 3 4 4 3	4 4 3 3 2 2 3 1 1 1 2 1	4 3 3 4 2 2 2 1 3 2 3 2	3 2 3 3 4 1 3 4 3 2 3 2		
Design 3	2 2 3 3 1 3 1 3 3 3 2 3	3 2 2 2 1 3 1 3 1 1 4	3 2 3 2 1 2 3 4 3 1 2 2	1 1 3 2 1 2 1 4 2 1 2 1		
Design 4	4 3 2 4 3 3 3 3 3 2 3	4 3 4 4 4 2 4 4 3 1 2	4 4 3 3 3 3 1 4 4 1 3	4 3 3 4 1 3 4 3 4 2 3		
Design 5	4 4 3 4 3 3 4 3 2 4 4 3	4 3 4 4 3 4 4 2 1 4 3 1	4 4 3 4 3 3 3 1 2 3 3	4 2 4 4 3 4 3 1 2 2 4 1		
Design 6						
Design 7						
Design 8						
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TALLY

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Design 6	Design 7	Design 8	Design 9	Design 10

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Weight	4	3	2	1	+/-	+/-
Design 1	X	X	X	X	X	X
Design 2	4	4	4	3	+	+
Design 3	2	3	3	1	+	-
Design 4	4	4	4	4	+	+
Design 5	4	4	4	4	+	+
Design 6						
Design 7						
Design 8						
Design 9						
Design 10						

Love
Teacher
Prp #12

Wood
Eaton

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 Other Ideas based on a presentation...

Design 1 Keeps Titans Together TE United.	Design 2 - Teacher Pay Pipeline.	Design 3 - Organize by grades or content	Design 4 - Veteranary Community Network Extensions. - Internships - Governor's School - V-Tech - Work Zones	Design 5 * Keeps TE Together! - Sports Complex - Similar Principles to Design #1 <u>- Expand TE!</u>
Design 6	Design 7	Design 8	Design 9	Design 10

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Design 1						
Design 2	3	4	3	2	+	+
Design 3	2	2	2	1	-	-
Design 4	3	3	3	3	+	+
Design 5	4	3	4	2	+	+
Design 6						
Design 7						
Design 8						
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Design 6	Design 7	Design 8	Design 9	Design 10

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★ Design 1	4 X	3 X	2 X	X		
Design 2	4 3	3	3	3	+	+
Design 3	3	2	3	3	+	+
Design 4	2 ^{All students} 3	4	3	3	- _{not all students in STEM Bldg.}	+
★ Design 5	3	4	3	4	+	+
Design 6						
Design 7						
Design 8						
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Design 1	Design 2	Design 3	Design 4	Design 5 <i>take over Chingyparis</i>
Design 6	Design 7	Design 8	Design 9	Design 10

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Design 2	4	3	4	3	+	+
Design 3	3	2	2	2	+	+
Design 4	4	4	3	4	+	+
Design 5	4	4	4	4	+	+
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Design 1	4	1	2	4	+	+
Design 2	2	2	2	4	+	+
Design 3	1	1	1	2	-	+
Design 4	3	4	3	4	+	+
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<p>Design 1</p> <p>+ 16 computers & King's ground + builds on field & scores field to MIT for sports complex + OFC 4th. Ed Campus + spoke of Dual Lang.</p>	<p>Design 2</p> <p>Scampuses King, Steam, Pathlight, etc King St. - Humanities, CTE, Tier 2 AH. ed.</p>	<p>Design 3</p> <p>King St 9-10 MH 11-12 321000 - merge & place - research - negative less risk, at costs opening when</p>	<p>Design 4</p> <p>Main Campus Community Exhibition, Bus 1500 STEM - experiential - innovation - health system - other - not your</p>	<p>Design 5</p>
<p>Design 6</p>	<p>Design 7</p>	<p>Design 8</p>	<p>Design 9</p>	<p>Design 10</p>

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Design 1	3	1	3	3	+	+
Design 2	3	2	2	3	+	+
Design 3	3	3	2	2	+	+
Design 4	3	2	3	3	+	+
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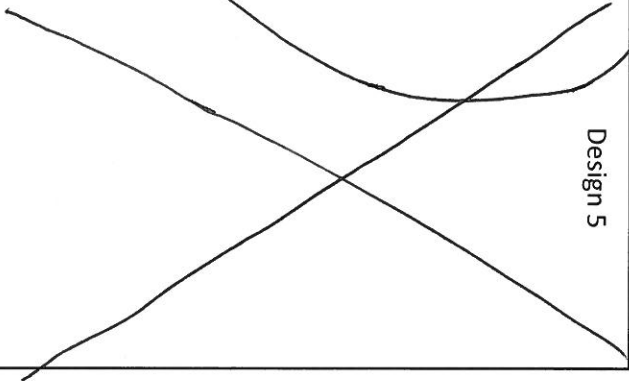
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<p>Design 1 <u>Dual Language Educ</u> <u>MH-Athletic</u> <u>facility</u></p> <p><u>le campuses does</u> <u>not seem feasible</u> <u>w/ limited city</u> <u>space</u> <u>transportation</u></p>	<p>Design 2 <u>5 campuses = 40 miles</u> <u>Lowest</u> <u>Tu 2</u> <u>Art. Ed</u></p> <p><u>STEM center</u> <u>needs to be</u> <u>more specific</u> <u>about what</u> <u>that will look</u> <u>like</u></p>	<p>Design 3 <u>King st. 9-12</u> <u>Minne 11-12</u> <u>IA at both campuses</u></p> <p><u>Added repeat in</u> <u>grade configuration</u> <u>CTE both</u> <u>Keeps equity if</u> <u>you do it by</u> <u>grade level.</u></p>	<p>Design 4 <u>main campus - 9-12</u> <u>community work</u> <u>Guernsey Govt =</u> <u>city level</u></p> <p><u>Education Human</u> <u>Services compact</u></p> <p><u>STEM Building</u> <u>Early College</u> <u>NOVA</u></p>	<p>Design 5</p>
<p>Design 6</p>	<p>Design 7</p>	<p>Design 8</p>	<p>Design 9</p>	<p>Design 10</p>

OK!
 will zone
 the divisions
 of the STEM centers



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Design 2	3	3	1	4	+	+
Design 3						
Design 4	3	4	1	4	+	+
Design 5						
Design 6						
Design 7						
Design 8						
Design 9						
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Design 1	Design 2	Design 3	Design 4	Design 5
Design 6	Design 7	Design 8	Design 9	Design 10

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Design 1	4	1	3	4	+	+
Design 2	4	1	3	3		
Design 3	1	1	3	1		
Design 4	3	4	4	3	+	
Design 5						
Design 6						
Design 7						
Design 8						
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 Other Ideas based on a presentation...

Design 1 - all KS compares schools (enlarging) - build on feedback field. (stream) MH-? variant	Design 2 5 compares MH (STREAM) HUMANNITIES ARTS CRE	Design 3 9-10 IN ONE BUILDING 11-12 IN ANOTHER	Design 4	Design 5
Design 6	Design 7	Design 8	Design 9	Design 10

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Design 1	2	2	3	3	-	+
Design 2	NA					
Design 3	NA		NA	NA		
Design 4	3	3	4	4	+	+
Design 5	3	3	3	3	+	+
Design 6						
Design 7						
Design 8						
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Other ideas based on a presentation...

Design 1	Design 2	Design 3	Design 4	Design 5
<u>Notes</u> Main Campus and Moving Atwl. to M.H. Creating CTE and smaller				
Design 6	Design 7	Design 8	Design 9	Design 10

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Design 1	4	3	4	4	+	+
Design 2						
Design 3						
Design 4	3	3	4	4	+	+
Design 5	4	4	3	3	+	+
Design 6						
Design 7						
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Design 1 <i>How many Structs for expand satellite? like CTE 1 on campus.</i>	Design 2	Design 3	Design 4	Design 5
Design 6	Design 7	Design 8	Design 9	Design 10

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Design 1	2	1	1	1	-	-
Design 2	X	X	X	X	X	X
Design 3	X	X	X	X	X	X
Design 4	2	1	1	2	2	3
Design 5	3	2	1	1	+	+
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Other ideas based on a presentation...

Design 1
Alt Campus
Expanded
Satellite
6 Campuses

Design 2

Design 3

Design 4

Design 5

Design 6

Design 7

Design 8

Design 9

Design 10

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Design 2						
Design 3						
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<p>Design 1</p> <p>SHIXTS</p> <p>expanded ICS campus</p> <p>expanded satellite</p> <p>GRE extension</p> <p>campus would be huge - would not do to redevelopment?</p>	<p>Design 2</p>	<p>Design 3</p>	<p>Design 4</p> <p>would all students participate in the Steam Academy?</p>	<p>Design 5</p>
<p>Design 6</p>	<p>Design 7</p>	<p>Design 8</p>	<p>Design 9</p>	<p>Design 10</p>

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Design 2	4	1	3	3	3	+
Design 3	3	1	3	2	2	-
Design 4						
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Design 2	4	1	2	2	-	-
Design 3	2	1	1	1	-	-
Design 4						
Design 5	4	3	3	4	+	+
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Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1	Design 2	Design 3	Design 4	Design 5
Design 6	Design 7	Design 8	Design 9	Design 10

Rating Protocol: Connected High School Network

Group Value	Equity	Relationships / Community	Achievement	Student Choice/ Multiple Pathways	Impact on student achievement, including the impact on subgroups	Access to academic and extracurricular programs and social emotional support
Weight	4	3	2	1	+/-	+/-
Design 1	3	2	2	4	+	+
Design 2	3	2	2	4	+	+
Design 3	3	4	2	2	-	+
Design 4	3	2	2	2	+	+
Design 5	3	4	3	4	+	+
Design 6						
Design 7						
Design 8						
Design 9						
Design 10						

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0	No evidence of the value in any part of the presentation	1	Very little evidence, but mentioned at some point within the presentation	2	Some evidence but not substantial within the presentation	3	Clear thought of the value but not throughout the presentation	4	Highly evident thought of the value throughout the presentation.
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Non-Negotiable Considerations for each project...

- > Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities)
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Group Value	Equity	Relationships / Community	Achievement	Student Choice/ Multiple Pathways	Impact on student achievement, including the impact on subgroups	Access to academic and extracurricular programs and social emotional support
Weight	4	3	2	1	+/-	+/-
Design 1	3	1	1	1	+	+
Design 2	3	1	2	1	+	+
Design 3	1	1	2	1	-	-
Design 4						
Design 5	3	1	2	1	+	+
Design 6						
Design 7						
Design 8						
Design 9						
Design 10						

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 Other Ideas based on a presentation...

<p>Design 1</p> <p>good ideas lead to strategic expanding spreads</p>	<p>Design 2</p> <p>-tion for ad. ad.</p>	<p>Design 3</p> <p>- good corporation</p>	<p>Design 4</p>	<p>Design 5</p> <p>-Sports complex</p>
<p>Design 6</p>	<p>Design 7</p>	<p>Design 8</p>	<p>Design 9</p>	<p>Design 10</p>